

# A Review Paper on Challenges Facing the Implementation of Education Policies: A Comparative Study of the Nep 2020 of India and the 2014 Etp of Tanzania

Johnstone J. Lumenyera<sup>1</sup>, Sairendra Bhuyan<sup>2</sup>

<sup>1</sup>Research Scholar Department of Education Dibrugarh University Assam, India

<sup>2</sup>Professor Department of Education Dibrugarh University Assam, India

## Abstract

This study observes the implementation encounters of two major education policies: The National Education Policy (NEP) 2020 of India and the Education and Training Policy 2014 (ETP) of Tanzania. Both policies were presented as comprehensive modifications to recover the quality, availability, and equity of education in their particular countries. A documentary review of official policy documents and relevant implementation reports was conducted to attain the objectives of the study.

The findings disclose that, though both NEP 2020 and ETP 2014 present strong and striving agendas, their implementation has confronted vital challenges. Key shared subjects comprise fiscal boundaries, administrative disorganization, insufficient infrastructure, socio-cultural problems, and an absence of skilled teachers. While these encounters are common to some degree, variances also exist due to the exceptional socio-political and official backgrounds of each nation. For instance, India faces more marked encounters associated with digital infrastructure networks, which are important to attaining the technology-driven goals mentioned in NEP 2020. In contrast, Tanzania faces more teacher lacks in countryside areas, which weakens efforts to increase realistic access to quality education.

The study underlines the importance of accepting context-specific approaches for effective policy implementation. In India, it is essential to recover digital contact, particularly in isolated areas. In Tanzania, increasing teacher employment and placement in underserved zones is a key significance. Additionally, the study commends cross-cutting approaches that can be supportive to education policy implementation in both nations and in other emerging backgrounds. These comprise increasing nationwide education budgets, consolidating teacher education and drill systems, ornamental infrastructure, and certifying more inclusive stakeholder appointment through the policy process.

In conclusion, although the policies deliver a solid basis for educational improvement, actual and justifiable implementation depends on accurate planning, acceptable resources, and arrangements concerning the uniqueness of the context of each country.

**Keywords:** ETP 2014, NEP 2020, policy implementation, education reform, Tanzania, India

## 1. INTRODUCTION

Education is essential to national growth, particularly in low- and middle-income nations determined to

recover human capital (Atalay, 2015). A vigorous education system not only improves individual competencies but also fuels economic development, community equity, and technological revolution (World Bank, 2018). Identifying this, nations such as India and Tanzania have commenced important improvements over policy involvements intended at reformation of their educational agendas to meet 21st-century encounters. National Education Policy (NEP) 2020 of India and Education and Training Policy 2014 (ETP) of Tanzania stand as milestone efforts to renovate, democratize, and expand access to quality education. These policies are complete in their vision as they comprise the inclusion of early childhood education, teacher training, and general governance improvement. The NEP 2020 of India highlights holistic learner growth, multidisciplinary education, and digital learning, while the 2014 ETP of Tanzania emphasizes increasing reasonable access, endorsing Kiswahili as a medium of instruction, and mixing vocational and technical education.

Despite these ambitions and comprehensive visions, the transition from policy design to practical implementation presents several challenges. This study, therefore, examines the challenges impeding effective policy implementation in both the NEP 2020 of India and the 2014 ETP of Tanzania. Making a comparison between the Education Policies of Tanzania and India is essential because the two countries have contrasting education systems as well as different stages of economic development. Therefore, by drawing on literature, policy analysis, and contextual factors, this study offers insights into shared and divergent obstacles these countries face. The findings from this comparative analysis aim to inform future education policy formulation and implementation strategies across developing nations. Issues such as limited financial resources, administrative blocks, teacher shortages, infrastructural deficiencies, and socio-cultural barriers continue to hinder effective implementation of the policies (Enyiazuzi, 2022).

## **2. Background of the Study (Policy Background)**

### **2.1 National Education Policy (NEP) 2020 of India**

The NEP 2020 of India is a landmark policy document reform introduced by the Ministry of Education, Government of India, to repair the Indian education system after more than three decades of lacking a comprehensive education reform. This policy reform therefore emerged as a response to outdated curricula, rote learning practices, and inequities in access and quality across educational levels. It therefore envisions transforming the education system in India into a holistic and flexible educational structure focused on foundational literacy, skill development, multilingualism, and inclusive pedagogy (Ministry of Education, 2020), which can be aligned with the 21st-century challenges or needs. The policy reform has reflected on the following key areas:

One of the most significant structural reforms under NEP 2020 is the shift from the traditional or existing 10+2 system to a new 5+3+3+4 model, covering foundational, preparatory, middle, and secondary stages of education. The new structure emphasizes Early Childhood Care and Education (ECCE).

The new policy promotes a multidisciplinary and skill-based curriculum. It encourages vocational education from Grade 6, integrates technology in teaching, and aims to establish a National Educational Technology Forum (NETF). Additionally, it stresses teacher training, autonomy for higher education institutions, and the establishment of the Higher Education Commission of India (HECI) to replace existing regulatory bodies and enhance institutional autonomy, quality assurance, and governance.

The policy also acknowledges the multilingual fabric of the nation and advocates for education in the mother tongue or regional language at least until Grade 5, and preferably up to Grade 8. It encourages

critical thinking, creativity, and experiential learning over rote memorization.

Moreover, the NEP 2020 underscores the need for equitable and inclusive education by focusing on outlining measures to support underrepresented groups, including girls, socio-economically disadvantaged groups (SEDGs), and differently-abled learners. These measures include targeted scholarships, gender-inclusion funds, and inclusive curriculum design.

Although the NEP 2020 policy has remained broadly recognized for its complete vision, some researchers such as (Mehta,2020), and education shareholders have raised up worries around its implementation possibility explicitly on willingness of digital knowledge infrastructure networks, the size for multilingual instruction, and the essential for considerable investment and organization crossways states in India.

## **2.2 The Education and Training Policy (ETP) 2014 of Tanzania**

The 2014 ETP of Tanzania signifies the policy reforms of Tanzania, which were presented by the Ministry of Education and Vocational Training to discourse long-standing challenges in the education system of the country. The improvement displays the commitment of the country to enhancing the excellence and importance of education. The policy highlights competency-based curricula, contact with pre-primary education, and vocational training. It inspires the use of Kiswahili as the language of instruction and promotes the incorporation of ICT in learning (United Republic of Tanzania, 2014). The 2014 ETP was planned to restore the system of education with the Vision 2025 and the Strategy for National Growth and Reduction of Poverty (NSGRP). These liveliness hand in hand as an answer to modifications in national progress focuses, regional integration energies, and international education agendas such as Education for All (EFA) and the Millennium Development Goals (MDGs).

It intends to reinforce the relationship between education and the employment market, recover gender equity, and improve the provision of inclusive education for maintainable socio-economic growth (Ministry of Education and Vocational Training, 2014). One of the important improvements under the 2014 ETP of Tanzania was the change from using English to using Kiswahili as the medium of teaching in primary and secondary education to encourage national uniqueness, better understanding, and involvement among countryside learners.

The policy improvement also inspires the incorporation of technical and vocational education and training (TVET) skills in the proper education system to address youth joblessness and adaptive entrepreneurship services from early stages of education. The 2014 ETP also stresses the importance of teacher education reform, quality assurance mechanisms, and decentralized governance structures to improve accountability and delivery.

Moreover, institutional and governance reforms were also one of the significant changes that the Tanzania's ETP 2014 agenda focused at. The policy reform encourages decentralization of education management, improved teacher capacity building (professional development), and strengthened monitoring and evaluation systems. To achieve this, coordination between government agencies, communities, and development partners to ensure effective implementation was vital.

While the policy was a response to previous gaps in access, quality, and relevance, its implementation has been challenged by limited financial and human resources, infrastructural deficits, and inconsistencies between policy intent and operational practices. Moreover, the transition from English to Kiswahili as a medium of instruction has sparked debate over its implications for global competitiveness and higher education preparedness.

### **3. Objective of the Study**

The objective of this study is to compare the key challenges facing the implementation of NEP 2020 in India and ETP 2014 in Tanzania.

### **4. Methods**

This study used secondary data, and thus, a qualitative, extensive review of existing academic literature, government reports, and policy documents was employed. A thematic (content) analysis approach was adopted to analyze the data collected and categorize them into key themes (challenges).

### **5. Findings**

#### **5.1 Implementation Challenges**

The NEP 2020 of India and the 2014 ETP of Tanzania are visionary frameworks rooted in the goals of equity, inclusivity, and national development. However, their orientations and implementation approaches reflect the unique socio-political, economic, and historical contexts of each country. Both countries experience several challenges in implementing their education policy, which include the following;

##### **5.1.1 Financial Limitations**

The study findings show that policy implementation in both India and Tanzania has been hampered by insufficient public funding. This finding of the study aligns with that of Singh et al. (2023), who specify that, though the NEP 2020 of India suggests spending 6% of GDP on education, actual distributions continue under 4%, henceforth restraining policy implementation. Similarly, Tanzania fights with unreliable budget distributions and heavyweight donor dependency, upsetting long-term policy reliability implementation (Mosha, 2017). Besides, both nations face inadequate fiscal independence for sub-national organizations, more decline in localized implementation and innovation (World Bank, 2018). These fiscal limitations not only adjournment policy implementation but also compromise the quality and fairness goals entrenched in the policy agendas.

Though fiscal encounters are dominant in both nations but they vary in opportunity and organization. Though India has a higher economy, it has not reliably met the suggested in the NEP 2020 6% GDP provision to education. Financial limitations are intensified by the multifaceted federal construction, where education is a simultaneous subject, foremost to inconsistency in state-level implementation. Tanzania, on the other hand, depends deeply on donor capital, which presents impulsiveness and restrictions to long-term planning. The concentration of policy with inadequate local managerial capacity further confuses constant implementation.

##### **5.1.2 Institutional and Governance Barriers**

The study findings display that official and governance-related encounters meaningfully hamper real policy implementation in both India and Tanzania. Alike results have also been conveyed that the federal structure of India often consequences in split implementation, with differences in state-level acceptance and agreement (Chattopadhyay, 2021). In contrast, the decentralized education governance model of Tanzania faces restrictions due to insufficient technical and managerial abilities at the local level, leading to meager management and responsibility (Ngowi, 2018). Additionally, regular policy modifications, meeting orders amongst government agencies, and insufficient organization between ministries frequently delay program implementation in both countries (UNESCO, 2021). This organizational governance fault impedes both the appropriate implementation of the policies and affects

the efficiency and sustainability of policy involvement.

### **5.1.3 Infrastructure and Accessibility**

Insufficient school infrastructure networks are a common encounter that hampers the actual implementation of education policies in both India and Tanzania. Several countryside Indians have a school shortage of basic facilities such as hygiene, consistent electricity, and access to digital learning facilities (ASER Report, 2021), which hamper both learning results and policy objectives associated with fairness and innovation. Tanzania faces alike problems, including congested classrooms, inadequate teaching resources, and an absence of ICT properties, precisely in remote areas (UNESCO, 2020). Furthermore, deprived road links and transport encounters in the countryside provinces of both nations hamper student attendance and the timely delivery of learning resources (Mkumbo, 2020). These infrastructural and logistical limitations unreasonably disturb disregarded societies, undermining the inclusive goals of both education policies.

Nevertheless, even though infrastructure restrictions are marked in both backgrounds, the indicators vary. For example, in India, despite scientific improvement, rural schools regularly lack digital facilities, sanitation toilets, and well-maintained classrooms. The urban-rural gap leaves no doubt. Tanzania contends with basic problems such as inadequate schoolhouses, overloaded classrooms, and inadequate learning resources, mainly in isolated zones.

### **5.1.4 Shortage of Trained Teachers (Human Resource Constraints)**

The study results display that a scarcity of qualified teachers and their rough distribution meaningfully affect the actual implementation of education improvements in both India and Tanzania. In India, for example, key matters comprise teacher absence, absence of drill in multilingual pedagogical, and high ratios of pupil-teacher (Mehta, 2020). Tanzania faces alike encounters, including inadequate teacher training programs and a lack of skilled teachers, particularly in isolated areas (Sumra & Katabaro, 2014). Furthermore, both nations suffer from low teacher self-esteem due to late payments, inadequate professional development, and an absence of motivation (Bennell & Akyeampong, 2007). These encounters communally distress classroom efficiency, student learning results, and the general reliability of education policy improvements.

Although the shortage of trained teachers (human resource challenges) also shows parallel concerns, there are localized variations. For instance, India faces issues such as an uneven pupil-teacher ratio, poor teacher training in multilingual pedagogy, and teacher absenteeism. In contrast, in Tanzania, the teacher staff is stressed thin, with inadequate qualified growth and little inspiration due to poor salaries and working environments. The policy modification to Kiswahili has imposed extra retraining and hard work that have yet to be fully apprehended.

### **5.1.5 Socio-cultural and Linguistic Barriers**

The study results reveal that socio-cultural and linguistic dynamic forces pose important challenges to the actual implementation of education policies in both India and Tanzania. For example, Multilingualism in India confuses curriculum design and teaching delivery. While NEP 2020 of India inspires mother-tongue education, confrontation happens amongst elite and town groups who observe English-medium education as a path to upward movement (Kumar, 2021). Correspondingly, the education policy of Tanzania shifts from English to Kiswahili in place of the medium of instruction crosswise all levels has confronted opposition, particularly in Science and Technology themes, where English is dominant and is apparent as more globally applicable (Qorro, 2009). Additionally, socio-cultural norms, particularly gender biases, early marriage, and domestic responsibilities in rural areas,



limit girls' participation and access to education in both countries (UNICEF, 2019). These fences not only bound educational justice but also hamper the projected generality of the policy frameworks. Socially and linguistically, mutually, nations face confrontation to improvements designed to endorse the mother language or the resident language instruction. In India, the stress on local languages is irregularly conflicting with urban people and elite educational institutes supporting English. In Tanzania, though Kiswahili is contained at the policy level, scientific and mechanical vocabulary limits hamper actual teaching in STEM subjects.

#### **5.1.6 Monitoring and Evaluation (M&E) Deficiencies**

Feeble monitoring and evaluation (M&E) agendas are one of the main challenges that hamper the tangible implementation of education policies in both India and Tanzania, mainly the appropriate assessment of improvement and essential course improvements. In India, the M&E procedure is delayed by uneven data gathering across several agencies, leading to differences and postponements in broadcasting and inadequate organization and involvement (NUEPA, 2020). Tanzania likewise faces alike encounters, including the absence of actual data systems and an inadequate principle of using an experimental evidence-based approach for evaluating policy effects efficiently (URT, 2016). These shortages lead India and Tanzania to condense their capability to track improvement, recognize bottlenecks, and create timely sequence modifications, thereby failing to fulfill responsibilities and discouraging the possibility for adaptive policy supervision.

#### **5.1.7 Curriculum Rigidities and Mismatched Priorities**

The results display that, in both India and Tanzania, there is a rising anxiety about out-of-date curricula that do not sufficiently replicate existing social desires or worldwide inclinations. Furthermore, the out-of-date curriculum is not associated with educational urgencies, which hampers the efficiency of their policy improvements. In India, for example, inflexible theoretical pathways hinder optimal flexibility of students and prioritize hypothetical data over vocational chases (NEP, 2020). Though NEP 2020 stresses on vocational training and multidisciplinary education, the contemporary education system remains to disregard non-academic paths, depressing pupils from chasing different professions associated with developing economic areas. In Tanzania, despite the emphasis of the policy on competency-based learning, real classroom performs continue mainly outdated and exam-focused, reflecting a hole between policy determined and pedagogical realism (Mtahabwa, 2015).

### **6. Conclusion**

The study concludes that while both nations share implementation challenges, the harshness and indicators of these encounters are formed by their exceptional political, socio-economic, and administrative backgrounds. The federal structure of India confuses unchanging approval, whereas decentralization in Tanzania suffers from limited capacity. In both nations, though, the achievement of education transformation is contingent not only on policy strategy but also on general investment in official consolidation, shareholder organization, and explicit context-sensitive methods.

Normally, to overcome these trials, a multidimensional approach is needed, including adequate fiscal funds, incessant teacher progress, reinforced monitoring schemes, and communal engagement. Actual policy implementation in developing nations like Tanzania necessity prioritizing maintainable funding, constant teacher capacity building (teacher development), inclusive training, vigorous data systems, and adjustable curricula that respond to societal and labor market desires. Furthermore, country-specific background approaches combined with cross-cutting improvements are vital to addressing the policy-

practice hole and guaranteeing that education changes are taken into account for targeted learners.

## 7. Recommendations

**Improved Budget Distribution:** Requirements of both governments align education funding to link policy-practice gaps.

**Capacity Building:** Consolidation of local governance structures and teacher training institutes can improve implementation.

**Community Engagement:** Including parents, civil society, NGOs, and increasing policy significance and obedience.

**Public-Private Partnerships (PPPs):** Leveraging private area support can help recover infrastructure networks and technology access.

**Monitoring and Evaluation:** Founding vigorous systems to track improvement and familiarize approaches strongly.

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